



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12511723  
District: MSAD 57  
School: Alfred Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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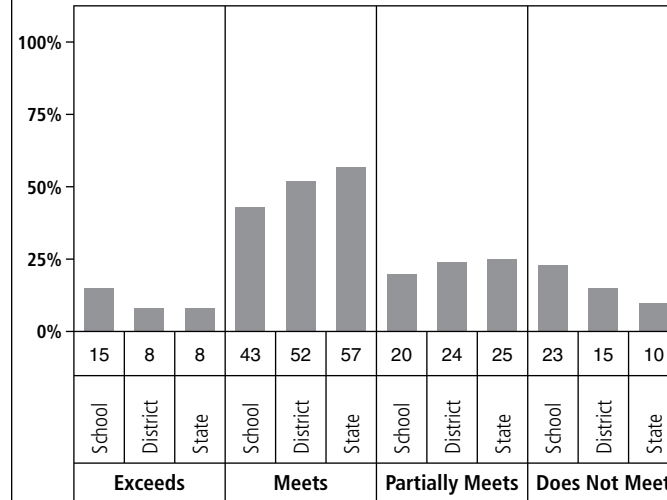
# SUMMARY OF SCORES

Date: March 2007  
Grade: 6  
District: MSAD 57  
School: Alfred Elementary School

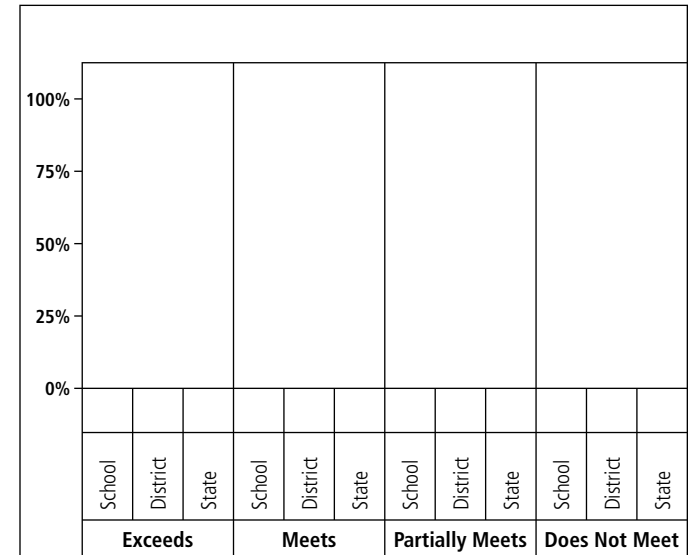
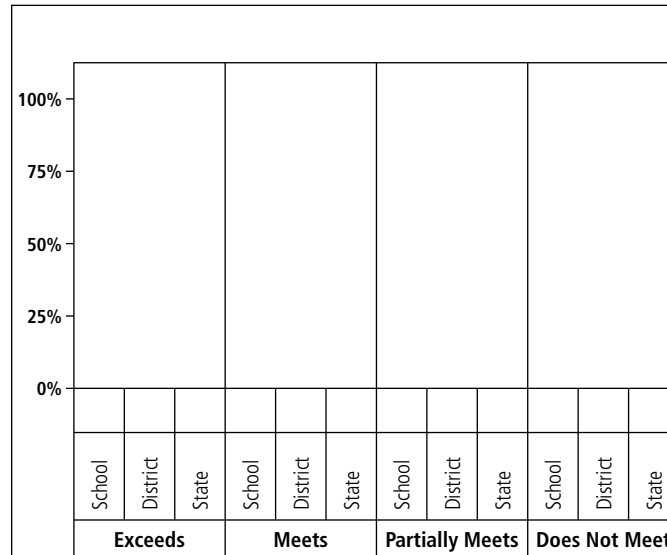
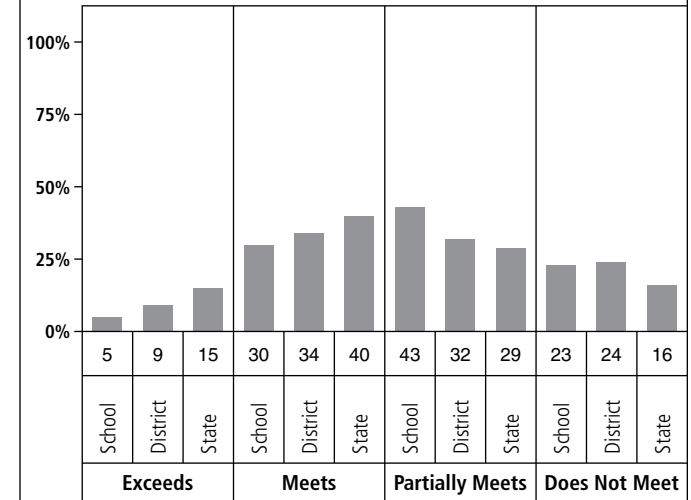
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	649 <b>645</b> 647	645 <b>645</b> 645	644 <b>646</b> 645
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	642 <b>636</b> 639	639 <b>639</b> 639	641 <b>643</b> 642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 6  
 District: MSAD 57  
 School: Alfred Elementary School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		41	100	289	100	14621	100	41	100	289	100	14494	99	41	100	289	100	14498	99												
Ethnicity	African American	1	2	3	1	358	2	1	100	3	100	351	98	1	100	3	100	355	99												
	American Indian/Native Alaskan	0	0	2	1	106	1	0	0	2	100	105	99	0	0	2	100	106	100												
	Asian/Pacific Islander	2	5	3	1	214	1	2	100	3	100	212	99	2	100	3	100	213	100												
	Hispanic	0	0	3	1	164	1	0	0	3	100	160	99	0	0	3	100	159	98												
	White	38	93	278	96	13776	94	38	100	278	100	13665	99	38	100	278	100	13664	99												
	Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33												
Identified disability		8	20	51	18	2570	18	8	100	51	100	2519	99	8	100	51	100	2521	99												
Current LEP		1	2	1	0	292	2	1	100	1	100	284	97	1	100	1	100	290	99												
Economically disadvantaged		8	20	91	31	5456	37	8	100	91	100	5389	99	8	100	91	100	5391	99												
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	32	78	218	75	11904	81	32	78	220	76	11926	82												
Identified disability (PET/IEP)	0	0	6	3	471	4	0	0	6	3	491	4												
LEP	0	0	0	0	159	1	0	0	0	0	165	1												
504 plan	0	0	8	4	162	1	0	0	8	4	164	1												
<b>Participation with accommodations</b>	8	20	66	23	2382	16	8	20	67	23	2380	16												
Identified disability (PET/IEP)	7	88	40	61	1855	78	7	88	43	64	1843	77												
LEP	1	13	1	2	110	5	1	13	1	1	120	5												
504 plan	0	0	6	9	58	2	0	0	6	9	56	2												
Other	1	13	20	30	389	16	1	13	18	27	390	16												
<b>Participation through alternate assessment (PAAP)</b>	1	2	5	2	198	1	1	2	2	1	192	1												
Identified disability (PET/IEP)	1	100	5	100	193	97	1	100	2	100	187	97												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	10	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	22	0	0	0	0	0	22	0												
<b>Non-participation – other</b>	0	0	0	0	105	1	0	0	0	0	101	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 6  
District: MSAD 57  
School: Alfred Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	6	17	28	9	1176	8
	<b>2006-2007</b>	<b>6</b>	<b>15</b>	<b>22</b>	<b>8</b>	<b>1132</b>	<b>8</b>
	Cum. Avg.	6	15	25	9	1154	8
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	21	58	164	56	7612	51
	<b>2006-2007</b>	<b>17</b>	<b>43</b>	<b>149</b>	<b>52</b>	<b>8127</b>	<b>57</b>
	Cum. Avg.	19	49	157	54	7870	54
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	7	19	71	24	4080	27
	<b>2006-2007</b>	<b>8</b>	<b>20</b>	<b>69</b>	<b>24</b>	<b>3549</b>	<b>25</b>
	Cum. Avg.	8	21	70	24	3815	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	2	6	32	11	2005	13
	<b>2006-2007</b>	<b>9</b>	<b>23</b>	<b>44</b>	<b>15</b>	<b>1478</b>	<b>10</b>
	Cum. Avg.	6	15	38	13	1742	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	33.0	58.9	32.9	58.8	33.8	60.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	15.7	56.1	15.6	55.7	16.0	57.1
<b>Informational Text</b>	<b>28</b>	<b>50</b>	17.3	61.8	17.2	61.4	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 6  
 District: MSAD 57  
 School: Alfred Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	40	6	15	17	43	8	20	9	23	645	284	8	52	24	15	645	14286	8	57	25	10	646
<b>Ethnicity</b>																						
African American	1										3						339	2	46	25	26	639
American Indian/Native Alaskan	0										2						104	4	42	30	24	640
Asian/Pacific Islander	2										3						208	9	54	26	11	647
Hispanic	0										3						159	6	50	26	18	643
White	37	5	14	17	46	8	22	7	19	646	273	8	53	25	15	645	13475	8	57	25	10	646
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	7	0	0	0	0	1	14	6	86	626	46	0	9	28	63	628	2326	1	25	39	35	635
No	33	6	18	17	52	7	21	3	9	649	238	9	61	24	6	648	11960	9	63	22	6	648
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	1										1						268	1	32	33	34	635
<b>Economically disadvantaged</b>																						
Yes	7	1	14	1	14	2	29	3	43	639	89	2	44	33	21	640	5269	3	46	33	17	641
No	33	5	15	16	48	6	18	6	18	647	195	10	56	21	13	647	9017	11	63	20	6	649
<b>Migrant</b>																						
Yes	0										0						8	0	63	13	25	641
No	40	6	15	17	43	8	20	9	23	645	284	8	52	24	15	645	14278	8	57	25	10	646
<b>Gender</b>																						
Female	18	5	28	7	39	3	17	3	17	650	146	10	59	19	12	647	6997	11	60	21	8	648
Male	22	1	5	10	45	5	23	6	27	641	138	5	46	30	20	642	7288	5	54	28	12	644
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	1										74	0	43	41	16	639	1187	3	35	42	20	639
No	39	6	15	17	44	8	21	8	21	646	210	10	56	19	15	647	13099	8	59	23	9	647
<b>Gifted/talented program</b>																						
Yes	2										18	44	44	11	0	661	489	35	61	4	0	659
No	38	4	11	17	45	8	21	9	24	644	266	5	53	25	17	644	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 6  
District: MSAD 57  
School: Alfred Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	5 73 23 0	0 4 2	0 14 22	0 13 4	0 45 44	0 7 1	0 24 11	2 5 2	100 17 22	620 646 648	7 67 25 0	10 8 7 0	29 54 56 0	19 23 29 100	43 15 9 0	639 646 645 640	5 60 32 3	4 8 9 6	40 58 59 47	30 24 25 28	26 10 7 19	639 646 647 643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	54 36 8 3	3 2 1 0	14 14 33 0	11 5 0 0	52 36 0 0	6 2 0 0	29 14 0 0	1 5 2 1	5 36 67 100	650 642 640 620	40 50 7 2	12 5 5 0	56 57 20 0	25 23 30 14	6 15 45 86	649 644 633 626	39 49 9 3	11 7 5 2	62 57 42 29	21 27 31 30	6 9 21 39	648 646 641 634
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	28 58 15 0	3 3 0	27 13 0	4 11 2	36 48 33	1 5 2	9 22 33	3 4 2	27 17 33	649 646 636	27 51 20 2	17 6 0 0	59 53 44 33	14 25 36 33	9 15 20 33	651 645 638 636	27 55 16 2	16 6 1	63 60 43 24	14 26 37 46	7 9 18 30	651 646 640 635
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	13 65 23	0 5 1	0 19 11	1 12 4	20 46 44	1 5 2	20 19 22	3 4 2	60 15 22	631 648 645	13 67 20	5 9 5	43 52 64	22 25 22	30 13 9	641 645 647	14 65 21	6 8 9	48 59 58	26 25 24	20 8 9	642 647 646
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 43 50	0 1 5	0 6 25	0 6 11	0 35 55	0 6 2	0 35 10	3 4 2	100 24 10	625 640 653	9 39 52	0 6 10	17 52 59	29 28 21	54 14 10	630 644 648	7 49 44	2 5 12	30 55 64	36 29 18	33 10 6	636 645 649
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	60 38 3	5 1 0	21 7 0	10 7 0	42 47 0	4 4 0	17 27 0	5 3 1	21 20 100	648 643 624	51 44 5	9 7 0	54 54 31	22 25 38	15 14 31	646 645 635	46 50 3	7 9 3	56 60 39	26 24 33	11 8 26	645 647 639
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	15 55 20 10	3 2 0 1	50 9 0 25	0 13 3 1	0 59 38 25	1 4 1 2	17 18 13 50	2 3 4 0	33 14 50 0	649 647 637 648	22 43 12 24	16 7 3 4	51 61 45 42	16 25 24 30	16 7 27 24	648 647 640 641	18 51 13 18	12 9 5 2	61 60 53 47	19 23 28 34	8 7 14 17	649 647 644 641
<b>Optional school/district question</b> A. B. C. D.	0 0 0 0										10 10 70 10	0 0 14 0	0 0 29 0	100 0 29 0	0 100 29 100	634 626 641 624						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 6  
District: MSAD 57  
School: Alfred Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	4	11	17	6	1463	10
	<b>2006-2007</b>	<b>2</b>	<b>5</b>	<b>26</b>	<b>9</b>	<b>2092</b>	<b>15</b>
	Cum. Avg.	3	8	22	8	1778	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	15	42	112	38	5914	40
	<b>2006-2007</b>	<b>12</b>	<b>30</b>	<b>98</b>	<b>34</b>	<b>5731</b>	<b>40</b>
	Cum. Avg.	14	36	105	36	5823	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	12	33	109	37	4494	30
	<b>2006-2007</b>	<b>17</b>	<b>43</b>	<b>93</b>	<b>32</b>	<b>4175</b>	<b>29</b>
	Cum. Avg.	15	38	101	35	4335	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	5	14	58	20	3014	20
	<b>2006-2007</b>	<b>9</b>	<b>23</b>	<b>70</b>	<b>24</b>	<b>2308</b>	<b>16</b>
	Cum. Avg.	7	18	64	22	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	6.5	36.1	7.1	39.4	8.3	46.1
Cluster 2: Shape and Size	14	25	4.9	35.0	5.7	40.7	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	4.4	55.0	5.0	62.5	5.6	70.0
Cluster 4: Patterns	16	29	10.8	67.5	10.5	65.6	10.8	67.5

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 6  
 District: MSAD 57  
 School: Alfred Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	40	2	5	12	30	17	43	9	23	636	287	9	34	32	24	639	14306	15	40	29	16	643
<b>Ethnicity</b>																						
African American	1										3						350	4	29	32	35	633
American Indian/Native Alaskan	0										2						105	7	22	37	34	634
Asian/Pacific Islander	2										3						211	24	37	27	12	648
Hispanic	0										3						158	11	36	30	23	640
White	37	1	3	12	32	16	43	8	22	636	276	9	35	33	23	639	13481	15	41	29	15	644
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	2	29	4	57	621	49	0	4	24	71	619	2334	3	18	32	47	628
No	33	2	6	11	33	15	45	5	15	639	238	11	40	34	15	643	11972	17	44	29	10	646
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						10	0	20	20	60	627
Current LEP beyond first year	1										1						275	5	24	29	41	631
<b>Economically disadvantaged</b>																						
Yes	7	0	0	2	29	2	29	3	43	628	90	6	27	30	38	633	5282	7	32	36	26	637
No	33	2	6	10	30	15	45	6	18	638	197	11	38	34	18	641	9024	19	45	25	10	647
<b>Migrant</b>																						
Yes	0										0						8	13	50	13	25	639
No	40	2	5	12	30	17	43	9	23	636	287	9	34	32	24	639	14298	15	40	29	16	643
<b>Gender</b>																						
Female	18	2	11	5	28	9	50	2	11	642	146	8	41	32	19	640	7004	14	41	30	15	644
Male	22	0	0	7	32	8	36	7	32	631	141	11	27	33	30	637	7301	15	39	29	17	643
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	1										74	3	14	50	34	632	1196	3	24	43	30	634
No	39	2	5	12	31	16	41	9	23	636	213	11	41	26	21	641	13110	16	42	28	15	644
<b>Gifted/talented program</b>																						
Yes	2										18	39	50	6	6	659	489	59	37	4	1	664
No	38	1	3	11	29	17	45	9	24	635	269	7	33	34	26	637	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 6  
District: MSAD 57  
School: Alfred Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	0	0	0	0	2	100	602	7	5	29	14	52	629	5	11	29	25	35	635
B. less than one hour	73	1	3	11	38	12	41	5	17	639	68	9	39	31	20	640	60	15	41	29	15	644
C. one to two hours	23	1	11	1	11	5	56	2	22	636	25	10	21	41	27	638	32	15	41	30	13	644
D. more than two hours	0										0	0	100	0	0	644	3	12	34	31	23	639
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	60	2	8	7	29	12	50	3	13	640	45	15	33	37	15	643	47	19	44	26	11	647
B. They match some of what I have learned.	30	0	0	5	42	4	33	3	25	638	40	6	39	31	25	639	42	12	39	32	17	642
C. They match just a little of what I have learned.	5	0	0	0	0	1	50	1	50	620	11	0	25	31	44	630	9	7	27	36	30	635
D. There is no match.	5	0	0	0	0	0	0	2	100	602	4	0	20	0	80	617	2	5	14	24	57	625
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	13	1	20	1	20	2	40	1	20	642	26	21	45	23	11	649	28	31	45	16	8	652
B. good	60	1	4	9	38	9	38	5	21	637	51	6	35	39	21	638	50	11	44	31	14	643
C. fair	28	0	0	2	18	6	55	3	27	632	20	4	19	33	44	630	19	3	28	43	27	635
D. poor	0										2	0	14	14	71	621	3	2	16	41	41	629
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	25	0	0	4	40	3	30	3	30	631	31	3	29	29	38	633	23	7	35	34	25	638
B. about the same as my regular schoolwork	63	1	4	6	24	12	48	6	24	636	58	10	35	36	20	640	62	14	43	30	14	644
C. easier than my regular schoolwork	13	1	20	2	40	2	40	0	0	648	12	18	48	27	6	647	15	30	40	21	10	651
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	65	2	8	8	31	10	38	6	23	637	54	10	32	34	24	639	47	13	40	31	17	643
B. I tried about the same as I do on my regular schoolwork.	33	0	0	4	31	6	46	3	23	635	44	7	37	31	25	639	49	17	41	28	14	645
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	1	100	0	0	632	2	20	20	40	20	636	3	13	30	27	30	638
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	15	0	0	1	17	1	17	4	67	620	12	6	21	32	41	632	16	11	34	34	22	640
B. two or three days a week	50	2	10	6	30	9	45	3	15	641	32	10	28	39	23	638	35	14	41	29	15	644
C. two or three times each month	25	0	0	4	40	4	40	2	20	636	42	8	44	26	22	641	38	16	43	28	13	645
D. never	10	0	0	1	25	3	75	0	0	639	14	13	28	38	21	640	12	15	36	29	20	642
<b>Which statement best describes the use of calculators in mathematics class?</b>																						
A. Calculators are used daily.	0										10	10	23	33	33	636	11	15	36	30	19	642
B. Calculators are used once or twice a week.	33	0	0	5	38	4	31	4	31	633	29	6	30	30	33	636	40	15	42	28	15	644
C. Calculators are used once or twice a month.	30	2	17	2	17	6	50	2	17	641	26	12	33	33	21	640	25	15	40	30	14	644
D. Calculators are rarely or never used.	38	0	0	5	33	7	47	3	20	635	35	9	41	33	16	641	24	13	40	30	18	642
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	10	0	0	0	0	2	50	2	50	619	6	6	25	25	44	629	7	10	30	28	32	636
B. 30–45 minutes	15	0	0	0	0	3	50	3	50	624	30	6	27	33	33	635	37	12	39	32	17	642
C. 45–60 minutes	28	0	0	6	55	3	27	2	18	639	47	12	42	30	15	643	42	17	43	27	12	646
D. more than 60 minutes	48	2	11	6	32	9	47	2	11	642	17	8	29	37	27	638	14	17	40	28	14	645
<b>Optional school/district question</b>																						
A.	0										9	0	0	0	100	622						
B.	0										18	0	0	50	50	630						
C.	0										64	0	29	0	71	625						
D.	0										9	0	0	100	0	630						